Teaching children to swim through action games in early childhood education

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ABSTRACT

This article is about ways to teach children to swim through outdoor games in preschool. The article also discusses the methodology, features and important aspects of teaching children 3-7 years old to swim.

Key words: activities in the water, junior, middle, senior preschool age, "arrow", "mermaid", "torpedo", "frog", "crawl on the back", circles on the hands.

1. Introduction

Nowadays it has become fashionable to go to the pool. Swimming, although not the most popular sport, has recently become more and more relevant. Swimming strengthens all muscles the internal organs work normally. The advantage of this sport is that it can be practiced at any time of the year.

Swimming is one of the most effective means of health promotion, harmonious development and physical improvement of a person. Children are especially sensitive to the physical effects of the environment, due to the specific characteristics of the growing organism. Being in the water has a positive effect on the thermoregulation of the child's body.

Exercise in water increases metabolism, contributes to the development of an adequate response of the body to increased heat transfer. Systematic swimming exercises contribute to the growth of the child's body defenses. However, for most children, the health benefits of swimming are not available due to their inability to swim. In addition, children are at increased risk of drowning and in a shallow place in a very short time.

The physical capabilities of a child are much lower than that of an adult; he suffers from hypothermia faster. Lack of life experience prevents young children from realistically assessing the degree of danger, and curiosity can lead to tragedy. Teaching children to swim from a very early age should be the responsibility of parents and preschool teachers.

The targeted use of physical culture during the first seven years of life, carried out by special preschool institutions and in the family, is an important initial stage of the physical education system.

Swimming training in kindergarden is carried out in combination with other forms of health and fitness work. The combination of activities in the pool with regular physical education, games, a rational daily regimen has a positive effect in strengthening the health of children.

2. Main part

Swimming is taught in the form of group lessons, strictly according to age groups and at least 2 times a week. The number of trainees in a group is usually 8-12 people. The duration of the lessons depends on the age of the children:

- junior preschool age (3-4 years) 20-30 minutes;
- average preschool age (4-5 years old) 30-35 minutes;
- senior preschool age (5-7 years) 35-45 minutes.

To develop a swimming training program in each age group, at least 60 hours of classes are required. To create a lasting swimming skill in a child, it is necessary that the classes be systematic. An individual approach is required in working with preschool children, since the child's body has not been formed yet and the physical capabilities of children vary greatly. Strict accounting of the sex, age, level of physical development and health of the child, his exposure to colds, the degree of development with water and adaptation to changes in temperature conditions and reaction to physical exertion are necessary.

Junior preschool age (3-4 years. Teaching children of this age is aimed at mastering with the properties of water (density, viscosity, transparency. It is advisable to use various toys for this: inflatable and wooden - to show that water pushes objects to the surface; rubber - to demonstrate how an object without air sinks to the bottom and that the water is transparent, as you can see how this happens. It is necessary to teach children the proper entry into the water.

If the descent is done up the stairs, the coach must definitely insure the baby, since stepping on the stairs is a difficult action for a child of this age. It is important to ensure that the child does not stumble and prevent a fall into the water. Otherwise, with an unexpected fall into the water, the child may be scared (especially when water enters the airways) and refuse further classes in the pool. The positive perception of classes in water and the child's desire to learn to swim largely depend on the actions of the coach and teacher. In the future, children master various movements along the bottom of the pool (run, walking, jumping.)

Most children of this age are not characterized by fear of water, they are very mobile, they like to splash, play, crawl or lie. All exercises are first performed at a shallow depth (approximately at the level of the knees), gradually the depth increases to the level of the hips, belt. It is necessary to carefully monitor the children, not to let a single person out of sight, since the baby can slip, lose balance, be knocked down by a wave. The coach should be ready at any moment to help the child. Children can perform movements in water both individually and in pairs, using a variety of hand movements. The next step in the development of primary preschool children with water is immersion. For many children, this exercise is difficult to learn. First, they teach immersion around the neck, having previously performed several simple actions (bearing the face, watering on the chest and back from the palm or watering. After that, they teach immersion under water with their heads, holding their breath inhale. To teach children to close their mouth tightly after a breath and to hold their breath for a short time you must first on the side or standing in water without immersion. For a guide, you can perform this exercise on the account, respectively, the age of the child should be ensured so that the child takes a breath through his mouth and does not inflate his cheeks. For a figurative comparison, you can invite the kids to imagine that they are balloons. Immersion under water is carried out gradually, it is impossible to force by force. After immersion in water around the neck, the child sinks to the level of the nose (like a crocodile), and then immerses the face completely in the water. You can invite the child to sit under a circle or ball (like a dolphin) or to dive under a hoop that stands vertically in water. When immersed in water with his head, the child can hold onto the side, at the hands of a partner or teacher, at the pole. You should not pinch your nose or ears with your hands.

Mastering an energetic exhaling into the water of various strengths and durations takes time. Exhaling into the water presents the greatest difficulty for beginners. On the one hand, water pressure acting on the body helps exhale. On the other hand, the same pressure must be overcome when, when exhaled, the mouth and nose are immersed in water. You can't exhale the air abruptly - the exhale must be gradual and slow. Overcoming the pressure of the water on the chest and abdominal cavity contributes to the development of the respiratory muscles, which is very important for young children, especially often with respiratory diseases. Proper breathing training continues at an average and senior preschool age.

Average preschool age (4-5 years.) When teaching swimming for children 4-5 years old, skills acquired earlier are fixed. It is necessary to gradually complicate the exercises, and also strive to ensure that children perform them without the support of an adult and at greater depth. When learning new movements, the trainer first performs the show and gives explanations on land, then monitors the execution and corrects errors. Familiarization with new movements on land is important, as staying in water excites babies, their attention is dissipated and they poorly perceive unfamiliar material. In addition, while explaining without movement in water, children quickly freeze. After the explanation, the children perform exercises in the water. The display of exercises in water is especially important. Children not only visually perceive the structure and sequence of movements, but also make sure that their performance in water is quite possible. The success of the new movement depends on the child's motor experience, the level of his physical development, and personal qualities. It is necessary to praise children who have a good exercise and involve them in demonstrations. At the same time, it is necessary to support lagging children in every possible way so as not to discourage their desire to study in the pool. Explanations, comments must be made in a friendly and accessible language. In children of middle preschool age, figurative thinking predominates, so it is advisable to use figurative comparisons in the names and explanations of exercises (arrow, mermaid, torpedo, frog, etc. which help create a real understanding of the exercise and facilitate understanding. However, it must be remembered that excessive enthusiasm for the activity of the image can adversely affect the clarity of performance and discipline. Swimming classes are organized and conditionally divided into three parts: preparatory, basic and final. In the first part of the lesson, tasks are solved: organizing a group, learning new games and exercises on land. In the main part of the lesson, they repeat the old and learn new exercises and games, certain elements of the technique of sports methods of swimming. In the final part of the lesson, games are held for attention, exhaling into the water, and children are offered free swimming. Free swimming enables children to prove themselves, is useful for developing activity and initiative.

One of the main methods in dealing with children is the playing method. In children, visual perception prevails, they gladly imitate the teacher, so the show must be competent. The difficulty lies in the ability to choose images and comparisons available to children of one age or another and gender. Children willingly imagine themselves as mermaids, dolphins, crocodiles, goldfish, various marine inhabitants. The teacher, using figurative comparisons, helps the child understand how to perform a particular movement. You can put circles on the child's hands (in the armpit area) and give a ring or circle in your hands: he will represent himself as a machine or motorcycle.

The discharge of exhales into the water after the passage of segments can be represented as fueling, while explaining to the child that the machine is running on gasoline and the person on oxygen, so exhale is needed to refuel the body. When learning to swim in a breast, children imagine themselves to be frogs. Explaining the technique of baking hands in the breast, the teacher focuses the attention of children on the fact that the frog has legs on its paws and the person does not have them, so you need to keep your hands on the scoop. Children compete with each other with pleasure, representing themselves as dogs of different breeds. It is possible to build the implementation of training tasks in the form of a fabulous plot, with overcoming various obstacles and completing missions. The game is the main form of knowing the world for a child of preschool age, so children are happy to do when the activity is built in game form. Recently, leading psychologists and teachers in the process of teaching preschool children use a method such as fairy tale therapy. This method allows you to identify the emotional personality problems of the child and adjust them using a fairy tale. According to experts, through a fairy tale, the child first emotionally, and then intellectually masters the entire system of human relationships.

Children, playing a fairy tale, get used to the image of the main characters and try to overcome the obstacles and difficulties that stand in their way. A child immersed in an imaginary and magical world, as if detached from reality, loses his rigidity in fear and action. The exercises performed by the child in the water become more confident, correct. The discipline of children in the group is significantly increased due to their interest in doing, which positively affects the speed and quality of teaching kids swimming skills. When completing groups, it is mandatory to take into account the age of the child: the younger the children, the less they should be in the group. It is advisable to combine children of the same age into groups of 2-3 people, but with varying degrees of preparedness. In this case, weaker children learn better the teaching material, as they are less afraid and seek to imitate the best; for a stronger student, being an example is a good incentive in learning. Teaching children to swim has its own specifics. At the initial stage of swimming training, it is necessary to take into account and actively use the motor stereotypes already prevailing in the child. The traditional technique of teaching swimming offers to start learning with the method of roofing in vain (since you do not need to exhale into the water), then you should master the roof on the chest, dolphin and breast. When teaching children to swim, you can use a technique in which you can simultaneously study all the methods of swimming, which allows you to quickly choose a method convenient for each child and at the same time reduces the learning process and increases interest in learning.

Inclusion in one lesson of tasks using elements from different swimming methods helps to avoid monotony and replenish the stock of motor skills. Some authors consider it effective in the primary education of children to master the support sponge (the habit of holding on water. The correct execution of the support comb allows you to teach the child to feel reliance on water, which in the future contributes to a more rapid development of the rowing movements.

Onoprienko B.I. (1978) developed methodological material for teaching swimming for babies aged 1-2 years in home baths, children 3-6 years old in kindergardens. He developed a methodology for differentiated and affordable teaching of swimming methods for 3-7-year-old children: a rabbit of headless, swimming with a rabbit on his feet with a rowing hands, swimming on his back. In the work of Kanidova V.I. (2012) summarized many years of practical experience in teaching swimming for preschool children, given detailed recommendations on the use of a wide range of popular and didactic games, game exercises during classes in water. A feature of the proposed training technology is that it is designed for pools with an adjustable level of water flow and does not provide for the use of supporting tools.

For swimming with children 3-7 years old, it is recommended to use special swimming belts to prevent imbalance and unforeseen diving. When the child gets an idea of the correct position of the body in the water, then this exercise should be performed without supportive means. When training in the technique of leg movements, a longer use of supporting means is necessary, using the swimming of large segments. This will prevent frequent stops during the exercise, as well as improve the quality of control over the performance of movements, as a result of which the correct technique of moving the legs will be formed faster. Supporting tools allow the child to overcome fear of a deep part of the pool that exceeds its growth. When the child mastered all the necessary exercises and learned to swim independently on the small part of the pool up to 5-7 meters, further classes can be continued on a deeper part. First, invite the

child to swim several times with flippers, a belt and a board, then only with a board. When a child confidently swims through several segments with a board, it is necessary to perform the same exercise without a board. The use of supportive tools in teaching children to swim with water slaughter is positively affected. Children understand when they get worse than others and many refuse to perform even the easiest exercises.

3. Conclusion

When swimming with flippers, fear gradually disappears and self-confidence increases, as it becomes possible to perform the same exercises as other children. Without the ability to lower the face into the water and immerse themselves, children get the opportunity to learn 58 sliding with the support and technique of working their legs, which stimulates them to further learn and gives them positive emotions.

Against this background, fear gradually disappears, children lower their face into the water, and further study of the technique of working legs and sliding exercises is much faster.

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